

**Spirit of SACS Past, Present, and Future: Role of the Institutional SACS Liaison  
Clicker Questions and Responses**

Clicker Questions	Number of Responses	Total Responses	Percentage
<b>1: What is your primary area of concern for ongoing SACSCOC mandates?</b>		53	
A. evaluating and documenting faculty qualifications	3		6%
B. institutional effectiveness (QEP, SLO's, etc.)	37		70%
C. effectively predicting substantive changes	12		23%
D. Other	1		2%
<b>2: What is your area of concern related to institutional support provided to the liaison?</b>		55	
A. commitment of top leadership	5		9%
B. adequacy of on-campus procedures	16		29%
C. effective staffing	15		27%
D. IT support for institutional effectiveness	1		2%
E. sufficient data collection and analysis	18		33%
<b>3: What is your primary area of concern in your institution's culture?</b>		55	
A. unsupported mandate – leadership has not empowered and supported your efforts	3		5%
B. apathy or perception of redundancy – folks don't understand SACSCOC requirements or feel they already strive for excellence (local processes, discipline accreditation, etc.) and are not energized by the acronym "SACSCOC"	32		58%
C. weak infrastructure – institution lacks adequate data and analysis support you need for efforts	14		25%
D. hostility – backlash against accreditation and external demands, resources, etc.	5		9%
E. other	1		2%
<b>4: What is your primary area of concern related to your ability to do the job?</b>		53	
A. reductions in resources make it a challenge	3		6%
B. one of many hats I have to wear – not enough hours in the day	32		60%
C. lack of experience and/or lack of experienced people at institution to develop and implement processes	3		6%
D. charged but not empowered to do what I need to do	3		6%
E. others perceive it is your problem – "you're our representative, you fix it"	12		23%
<b>5: Pick your leader</b>		56	
A. fully supportive, understands accreditation, clearly states priority to all institutional leaders, and provides adequate resources	31		55%
B. supportive, doesn't understand accreditation but trusts you to handle it and provides some support and sometimes mentions it to institutional leaders	19		34%
C. somewhat supportive but ambivalent, rarely mentions it	2		4%
D. doesn't support it, understand it, or like it; doesn't want to hear about it, but you better make it go away	2		4%
E. other	2		4%

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<b>6: Why are you serving as SACSCOC liaison?</b>		57	
A. I was volunteered; no one else to do the job	22		39%
B. I enjoy accreditation and quality enhancement and gravitate to these tasks	11		19%
C. I am not drawn to accreditation, but I feel I can make a unique and significant contribution in ensuring my institution is reaffirmed	8		14%
D. opportunity for advancement	7		12%
E. other	9		16%
<b>7: What is your communication style?</b>		51	
A. high-touch; low-tech: in-person, relationship-based, phone calls and voicemail, meet for coffee people person at heart who loves to communicate directly	40		78%
B. high-tech; low-touch: large virtual meetings; maximum coverage, geek at heart who loves to communicate through technology	11		22%
<b>8: My communication style most closely resembles</b>		51	
A. KISS: write or give simple oral instructions and expect people will follow them, check in on the deadline for product	6		12%
B. shotgun: repeat instructions and requests as many times as possible to make sure the message gets across	3		6%
C. methodical: develop timed messages and communicate with multiple stakeholder groups on consistent schedule	9		18%
D. mixed-mode: use all of the above to hit all styles of communicators	43		84%
E. other	1		2%
<b>9: My bureaucratic style most closely resembles</b>		59	
A. none – I am a faculty member who refuses to become a petty bureaucrat; we can produce the report through normal academic processes and committees	3		5%
B. synthesizer – gather input from all stakeholders and synthesize results to write report without editing or questioning	6		10%
C. capture and create – gather documentation, draft initial report, then get stakeholder input/revisions	36		61%
D. lots of control – develop precise systems of tracking required information on all items and integrate them into key university processes with complete centralized oversight; use unique viewpoint to refine materials through tough questions	11		19%
E. other	3		5%
<b>10: Pick the style closest to your own when you must meet deadlines and produce products</b>		65	
A. alone; groups and process get in the way	12		18%
B. in teams/groups; participating in all activities directly, chairing and monitoring each directly	17		26%
C. group of direct report team leaders who meet with the various committees and report back to me	36		55%

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<b>11: rate your comfort level with your ability to serve as an effective liaison</b>		65	
A. I am experienced, completely informed, and completely prepared for this role	12		18%
B. I have things more-or-less under control, but could use more development	42		64%
C. I don't know much and I can't learn it all fast enough!	11		17%